

# EDUC 740 Reading Teacher Portfolio Fall 2016

## October 24<sup>th</sup>-December 4<sup>th</sup>

Dr. C. L. Cate  
School of Education  
College of Professional Studies  
1901 Fourth Street  
Stevens Point, WI 54481-3897

Office: 715-346-3638  
Cell: 715-412-1585  
Room: 456  
[ccate@uwsp.edu](mailto:ccate@uwsp.edu)

### **COURSE DESCRIPTION**

In this course students **begin** the process of creating a reading teacher portfolio. Students understand the portfolio process, create artifacts for a portfolio, and consider possible organization and planning for future development of portfolio. Students in this course will incorporate the *Wisconsin Teaching Standards* and *IRA Standards for Reading Professionals* into course artifacts (p. 5).

In the introduction section of your portfolio (the portfolio map), students include a standards (WTS/IRA)/artifact correlation table that references each artifact (see Introduction, p. 6). Too, the WTS and IRA standards are directly noted on each artifact. This will be discussed on D2L and samples will be shared. Introductions (with standards) and Reflections must accompany the 4 artifacts that you create for this course. Again, this course supports the “start-up” and specific format of the teacher portfolio. Other artifacts will be added on your own but will follow the same format as the 4 created in this course.

Course Requirements:

- Read on-line content relating to portfolio development
- Create a minimum of 4 portfolio artifacts which include synopsis, content, reflection, and teaching standards
- Design artifacts that are appealing to viewer/reader of portfolio
- Respond to peer submissions
- Understand the difference between an assignment and artifact (see page 6)

### **TEACHING PORTFOLIO TEXT (recommended)**

Bullock, Ann Adams & Hawk, Parmalee (2010). *Developing a teaching portfolio: A guide for preservice and practicing Teachers* (3<sup>rd</sup> ed.). Prentice Hall: Upper Saddle River: NJ.

This book is a recommended purchase, not a requirement. This resource provides an overview of the following applications of portfolios: Preservice Teacher Portfolios, Job Interview Portfolios, Portfolios for Licensure, Portfolios for Alternative Evaluation, Portfolios for Master teachers, and Electronic Portfolios. Three introductory chapters introduce Teacher Assessment Movement, Portfolio Development, and Reflection.

### **COURSE EXPECTATIONS**

The course assignments and expectations are designed to help you begin the process of creating a reading teacher portfolio. Therefore, students in this course will:

- **Submit** ALL assignments by the posted due date.

- **Use** proper spelling, punctuation and grammar. Proofread work before submitting it for a grade.
- **Participate** in the D2L Discussion Area in a professional manner (see Discussion Area Requirements) and E-mail the instructor if late for a posting/session. Active participation in class is an important part of the learning process.
- **Conduct** yourself as a professional educator should conduct him/herself.
- **Understand** that failure to comply with the above expectations will result in deduction of points beyond those of the 10 participation points (Points deducted—instructor discretion).

**D2L DISCUSSION REQUIREMENTS**

Artifacts must be submitted in the **Discussion Folder** by the due date. Peers will have until Wednesday to respond, **Peer Response**. You will then have time to edit/revise for the final submission, **Final Dropbox**.

	<b>Discussion Folder</b>	<b>Peer Response</b>	<b>Final Dropbox (DUE)</b>
Artifact 1 Course- Related	Sunday, Nov. 6 <sup>th</sup>	Wednesday, Nov. 9 <sup>th</sup>	Saturday, Nov. 12 <sup>th</sup>
Artifact 2 Non-course related	Sunday, Nov. 13 <sup>th</sup>	Wednesday, Nov. 16 <sup>th</sup>	Saturday, Nov.19 <sup>th</sup>
Artifact 3 Course-Related	Sunday, Nov. 27 <sup>th</sup>	Wednesday, Nov. 30 <sup>th</sup>	Saturday, Dec. 3 <sup>rd</sup>
Portfolio Map (Overview)	Throughout course	Throughout course	Saturday, Dec. 3 <sup>rd</sup>
<i>These 3 above artifacts and a portfolio map—which includes a cover page, introduction, table of contents, standards page, etc.—should serve you as a springboard and outline to continue adding to your portfolio throughout your coursework as you move to completion of your Reading Teacher licensure.</i>			

**GRADING**

You have 4 assignments (artifacts) for this course. Each artifact is worth 25 points and will be scored using the Reading Portfolio Artifact Rubric (see page 4). Please refer to this rubric as you create your artifacts. This rubric closely aligns to the 316 reading portfolio rubric that is used to assess your final reading portfolio submission.

**POINTS**

- 100- 90    A
- 89- 80    B
- 79-70    C

Points are not awarded for responding to peers' papers but 5 points, for each artifact, will be deducted for lack of a "quality" response or no response. Make sure you are giving useful feedback--feedback writers can use to enhance (content, visual appearance, etc.) their artifact. Constructive comments matter and should add to the improvement of final submissions and overall grade. Of course personal conversation is not discouraged; it helps everyone to get to know each other.

### **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilites.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

### **Americans with Disabilities Act**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6<sup>th</sup> floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Note: A rubric similar to this is used to score the completed Reading Teacher portfolio. The course instructor has modified that rubric and utilizes it to score artifacts in this course. Each artifact is worth 25 points.

<b>READING PORTFOLIO “ARTIFACT” RUBRIC</b>			
<b>Criteria</b>	<b>5 Exceptional</b>	<b>3 Acceptable</b>	<b>1 Unacceptable/Incomplete</b>
<b>Introduction, Reflection &amp; Projection</b>	<ul style="list-style-type: none"> <li>● Rich artifact accompanied by articulate introduction</li> <li>● Reflection illustrates a developed ability to self-critique</li> <li>● Abundant evidence of learning &amp; application to future growth as a literacy teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Accurate explanation of artifacts with adequate introduction</li> <li>● Reflection reveals ability to self-critique</li> <li>● Acceptable amount of evidence of learning &amp; application to future growth as a literacy teacher</li> </ul>	<ul style="list-style-type: none"> <li>● Introduction lacks explanation of artifact</li> <li>● Reflection illustrates little depth of thought</li> <li>● Little or no evidence of learning &amp; application to future growth as a literacy teacher</li> </ul>
<b>Quality of Artifacts</b>	<ul style="list-style-type: none"> <li>● High quality artifact and work samples drawn from literacy program coursework/experience</li> <li>● Creativity provides complete and rounded picture of candidate’s strengths &amp; personality</li> <li>● Attention to audience</li> <li>● Interesting and relevant</li> <li>● Polished with no editing errors</li> </ul>	<ul style="list-style-type: none"> <li>● Selection of artifact acceptable and work sample draws from literacy program coursework/experience</li> <li>● Satisfactory picture of candidate’s strength &amp; personality revealed</li> <li>● Some attention to audience</li> <li>● Relevant artifact of good quality</li> <li>● Some editing errors</li> </ul>	<ul style="list-style-type: none"> <li>● Artifact does not draw from coursework/experience</li> <li>● Inadequate picture of candidate’s strengths &amp; personality</li> <li>● Little attention to audience</li> <li>● Irrelevant artifact of poor or questionable quality</li> <li>● Many editing errors</li> </ul>
<b>Attention to Performance Task, Evidence of Learning/Doing &amp; Standards</b>	<ul style="list-style-type: none"> <li>● Artifact relates to performance task (coursework) for 316 license</li> <li>● Provides self-initiated evidence of learning &amp; doing through Teacher as Learner, Leader, Practitioner, and in Community</li> <li>● WTS &amp; IRA Standards for Reading Professionals included and relate to artifact</li> </ul>	<ul style="list-style-type: none"> <li>● Artifact related to performance tasks (coursework) for 316 license</li> <li>● Some self-initiated evidence of Teacher as Learner, Leader, Practitioner, and in Community</li> <li>● Standards included but some may not relate to artifact</li> </ul>	<ul style="list-style-type: none"> <li>● Artifacts unrelated to Performance Tasks and/or experience</li> <li>● Few or no self-initiated pieces and evidence relating to learning &amp; doing</li> <li>● Standards not included or not related</li> </ul>
<b>Overall Artifact Design</b>	<ul style="list-style-type: none"> <li>● Well organized</li> <li>● Creative, polished with professional appearance</li> <li>● Variety and balance of media, photos &amp; text</li> <li>● Descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>● Adequate organization</li> <li>● Some evidence of creativity &amp; professional appearance</li> <li>● General balance of media, photos &amp; text</li> <li>● Some descriptive details</li> </ul>	<ul style="list-style-type: none"> <li>● Basic organizational structure &amp; confusing to follow</li> <li>● Lacks creativity &amp; professional appearance</li> <li>● Little to no media, imbalance between photos &amp; text</li> <li>● Little or no descriptive details</li> </ul>
<b>Due Dates Recognized &amp; Quality Peer Responses</b>	<ul style="list-style-type: none"> <li>● Assignment dropped on time</li> <li>● Peer response helpful and thought-provoking</li> </ul>	<ul style="list-style-type: none"> <li>● Assignment 1 day late</li> <li>● Response was acceptable</li> </ul>	<ul style="list-style-type: none"> <li>● Assignment was dropped late with no explanation</li> <li>● Limited response</li> </ul>
Comments:			_____ /25

## Intersection of WTS and IRA Standards

<b>WISCONSIN TEACHER STANDARDS</b>	<b>IRA STANDARDS</b>
<b>1. Teachers know the subject they are teaching</b>	<b>IRA Standard 1: Foundational Knowledge</b>
<b>2. Teachers know how children grow.</b>	<b>IRA Standard 1: Foundational Knowledge IRA Standard 2: Curriculum &amp; Instruction</b>
<b>3. Teachers understand that children learn differently.</b>	<b>IRA Standard 2: Curriculum &amp; Instruction IRA Standard 3: Assessment &amp; Evaluation IRA Standard 4: Diversity</b>
<b>4. Teachers know how to teach.</b>	<b>IRA Standard 2: Curriculum &amp; Instruction IRA Standard 5: Literate Environment</b>
<b>5. Teachers know how to manage a classroom.</b>	<b>IRA Standard 5: Literate Environment</b>
<b>6. Teachers communicate well.</b>	<b>IRA Standard 5: Literate Environment</b>
<b>7. Teachers are able to plan different kinds of lessons.</b>	<b>IRA Standard 2: Curriculum &amp; Instruction IRA Standard 3: Assessment &amp; Evaluation IRA Standard 4: Diversity</b>
<b>8. Teachers know how to test for student progress.</b>	<b>IRA Standard 3: Assessment &amp; Evaluation</b>
<b>9. Teachers are able to evaluate themselves.</b>	<b>IRA Standard 6: Professional Learning &amp; Leadership</b>
<b>10. Teachers are connected with other teachers and the community.</b>	<b>IRA Standard 6: Professional Learning &amp; Leadership</b>
Standards addressed in your portfolio will include the Wisconsin Teaching Standards and IRA Standards for Reading Professionals.	

## **DIFFERENCE BETWEEN AN ASSIGNMENT AND ARTIFACT**

All graduate students seeking a 316 license are required to create a Reading Teacher Portfolio. Ed 740 Reading Teaching Portfolio is designed to support you in the beginning stages of creating a teaching portfolio. You will want to shape assignments from education classes into portfolio artifacts for an audience beyond the instructor. The audiences in the future might include: interview teams, colleagues, peers working in your field, students, and parents. The following chart should help in your thinking about the difference in an assignment and in an artifact.

<b>Assignments</b>	<b>Artifacts</b>
Written for professor or teacher	Written for broader audiences: Interview teams, colleagues, peers, students, parents
Often written multiple page text documents. Word processed documents. Font = Times Roman (because it is the default setting)	Written with special attention to audience appeal: Photos, Titles, Headings, Color, Graphics, and more. Arial Font.
Word documents	Newsletters, pamphlets, power points, web pages, and more.
Word document stand-alone	Includes <b>Introduction</b> (explaining the context, rationale for the artifact, and highlights features and a <b>Reflection:</b> describing process of creating artifacts, lessons learned while creating it, intentions and future plans for artifact.

## **PORTFOLIO MAP & SECTIONS**

You will want your portfolio to have a blend of learning from courses, reading, professional development experiences, and your own work in schools. **The portfolio map and sections is to help guide your thinking (sections) about what you MIGHT want to include in your portfolio.** You will want to provide evidence of learning and doing. You already do things that you can use to create artifacts of best practices and what you do. A portfolio is a way to make your teaching practices and teacher thinking visible. Suggested artifacts in each section:

### **INTRODUCTION**

- Title/Cover Page
- Dedication Page
- Table of Contents (**includes correlation of standards/artifact/page #**)
- Standards Correlation Page
- Introduction, Welcome Page: History of self – life experiences, journey to teaching, history as teacher

**NOTE: With each artifact you must include the related WTS/IRA standards on the introduction page.**

### **TEACHER AS LEARNER or MY ROLES AS LEARNER**

- Performance Task Artifacts for Graduate Courses
- Conference, Workshop, Professional Meeting Reflections and Application to Teaching

- Professional Reading Artifacts (Responses to reading and applications in teaching)
- Study Group Evidence

### TEACHER AS LEADER

- Explanation and Reflection of Roles and Responsibilities as a Title 1 Teacher or Reading Specialist
- Professional Development Plan or Goals for Developing Successful Reading Program (class or School-wide)
- Staff Development Artifacts: Leading Inservices or Workshop, Mentoring Artifacts

### TEACHER AS PRACTITIONER

- Beliefs About Teaching Reading
- Units of study – a series of lesson plans showing approaches to teaching reading.
- Inquiry lesson plans – lessons focusing on central questions.
- Evidence of adaptations of instructions to meet the needs of diverse readers
- Evidence of documenting student literacy growth (sample running records, other methods of documenting, chart or graph with introduction, analysis, and implications for future instruction.
- Evidence of class procedures and routines that reveal attention to balanced literacy programs
- Representative examples of choices of instructional materials.
- Student Work Artifacts : Photo Essay describing process and teacher thinking; sample of student works and teacher's response, sample student work with self-reflection and teacher response, samples of student authentic work with explanation of processes leading to products

### TEACHER IN COMMUNITY

- Documentation of participation in school activities and analysis of your role with reflection
- Evidence of communication with parents and community with reflection
- Evidence of knowledge of community agencies and you use of them